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A COMPARATIVE STUDY BETWEEN BOY AND GIRL STUDENTS IN RELATION TO THEIR ACADEMIC ACHIEVEMENT

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ABSTRACT

It is generally presumed that high Teaching Aptitude of teachers arise be... ademic Achievements to his students. This research has been undertaken to study Academic Achievements ... students. The researcher wanted to ascertain Academic Achievement of ...y and Girl students. S... fference in Academic Achievement found and the concerned data sho... fference between Boy and G... tudents is significant. The results indicate that Girl students are better than ... dents in the field of Acade...ic Achievement.

INTRODUCTION

This research has been undertaken to study Academic Achievements of the students. The researcher wanted to ascertain Academic Achievement of Boy and Girl students.

SAMPLING TECHNIQUE

The study under investigation, has involved the technique of random sampling. For the purpose of present study the population ties in Ghaziabad district. In this study students have been taken from 54 schools on the basis of randomization. AII the schools are located in rural areas. Only government schools run by Basic Shiksha Parishad are included for the collection of data. lt has been noticed that all the students of class VIII are taken for the purpose of study from each school which is selected as sample from the population. The students, 565 boys and 510 girls, 1075 in total are taken for the study. The figures are shown in the following tables.

HYPOTHESES

The affirmative hypotheses were used for the present research work

H1- Girl students are found better than Boy students in the field of Academic Achievement

H2- There is a significant difference between Boy and Girl students in the field of Academic Achievement

Table 1 Comparison between Boy and Girl students in Academic Achievement

Group	No	Mean	S.D	C.R	Significant value
Boy Students	565	392.26	48	2.01	1.96* 2.58**
Girl Students	510	398.24	49.5		

Significant* Non Significant**
Df -1073

The Mean scores of Academic Achievement of Boy and Girl students are 392.26 and 398.24 as given in the table (1). The value of C.R. is 2.01. This value is higher than the tabulated value 1.96 at .05 level. Hence the Mean difference is significant at this level and Boy students differ to Girl students in Academic Achievement. But the obtained value of C.R. is less than the tabulated value 2.58 at 0.01 level. So at this level the Mean difference of two groups is not significant. As the value of Mean for Girl students is higher than the value of Boy students, it can be said that the Girl students are better than Boy students in Academic Achievement. In the Light of this result the Hypothesis 1 that 'Girl students are found better than Boy students in the field of Academic Achievement' is accepted.

At level 0.05 the Mean difference between both groups are found significant. Therefore the Hypothesis 2 that 'There is a significant difference between Boy and Girl students in the field of Academic Achievement' is accepted.

Table- 1A

Frequency Distribution of Academic Achievement scores of Boys.

N- 565

Class Interval	Frequencies	f%	cumulative Frequencies	c.f.%	Smooth frequencies
500-549	0	0	565	100	19.67
450-499	59	10.44	565	100	19.67
400-449	194	34.34	506	89.56	155.67
350-399	214	37.88	312	55.22	162.33
300-349	79	13.98	98	17.35	104.00
250-299	19	3.36	19	3.36	32.67

In table (1A) the Frequency Distribution of Academic Achievement scores of Boy students is shown. Highest frequency lies upon class interval (350-399), which is in the middle. Only 3.36% cases lies in the extremes. This indicates normality of distribution.

Table- 1B

Central Tendency & Variability of Academic Achievement Scores of Boys

N- 565

Group	N	Mean	Median	Mode	S D	SEM	Skewness	Kurtosis	Q1	Q3
Boys	565	392.26	392.61	393.31	48	2.02	-0.022	0.27	359.61	428.3

Central Tendency and Variation on Academic Achievement scores of Boy students is shown in table (1B). The Mean is 392.26, Mdn. is 392.61, and Mode is 393.31. The values show normal distribution. SD is 48, SEm. is 2.02, Sk and Ku are - 0.022 and 0.27 respectively. It indicates the skewness towards left and value of Ku is greater than 0.263 which shows the distribution is Platykurtic.

TABLE- 2A

Frequency Distribution of Academic Achievement scores of Girls.

N-510

Class Interval	Frequencies	I %	Cumulative Frequencies	C.f. %	Smooth frequencies
500-549	5	0.98	510	100	22
450-499	61	11.96	505	99.02	88
400-449	198	38.82	444	87.06	139.33
350-399	159	31.18	246	48.24	144.33
300-349	76	14.9	87	17.06	82
250-299	11	2.16	11	2.16	29

Frequency Distribution of Academic Achievement scores of Girl students is shown in table (2A). Highest 38.82% cases lie in the center and 0.98% and 2.16% cases lie upon both extremes. It shows that the sample is normally distributed.

TABLE- 2B

Central Tendency and Variability of Academic Achievement Scores of Girls

N-510

Group	N	Mean	Median	Mode	Standard Deviation	Standard Error of Mean	Skewness	Kurtosis	Q1	Q3
Girls	510	398.24	401.77	408.83	49.5	2.19	-0.214	0.26	362.24	433.97

Central Tendency and Variability of Academic Achievement scores of Girl students is shown in table (2B). The Mean score indicates that the Girls have average Academic Achievement scores. There is not much difference between Mean and Median. This also confirms the normal distribution of frequencies. S.D. is 49.5, Ku is 0.26 and Sk is - 0.214. This indicates that the distribution is negatively skewed.

CONCLUSION

The Girls have average academic achievement scores. Girl students are found better than boy students in the field of academic achievement. The study found that there is a significant difference between boy and girl students in the field of academic achievement.

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